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ABSTRACT

The Vermont Basic Competency Program is described, and its assessment results are reported for its second year of implementation. Data were collected on students in Vermont who were born in 1963, who are in the high school class of 1981 (which will be the first class to require mastery of 51 basic competencies for graduation), and who have already achieved mastery in each of the competencies (i.e., reading, 8; writing, 8; speaking, 7; listening, 3; and mathematics, 25). The results are presented and compared for the school years 1977-78 and 1978-79. Bar graphs for both years show the percent of pupils mastering each competency and depict many large gains made between the two assessment periods. The report also includes: (1) a history of the program; (2) types of assistance given the local school districts by the Vermont Department of Education; (3) the 51 competency statements written as behavioral objectives; and (4) the sample Pupil Progress Record Form kept for each student enrolled in a Vermont public school. (RL)

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VERMONT'S
BASIC COMPETENCY PROGRAM

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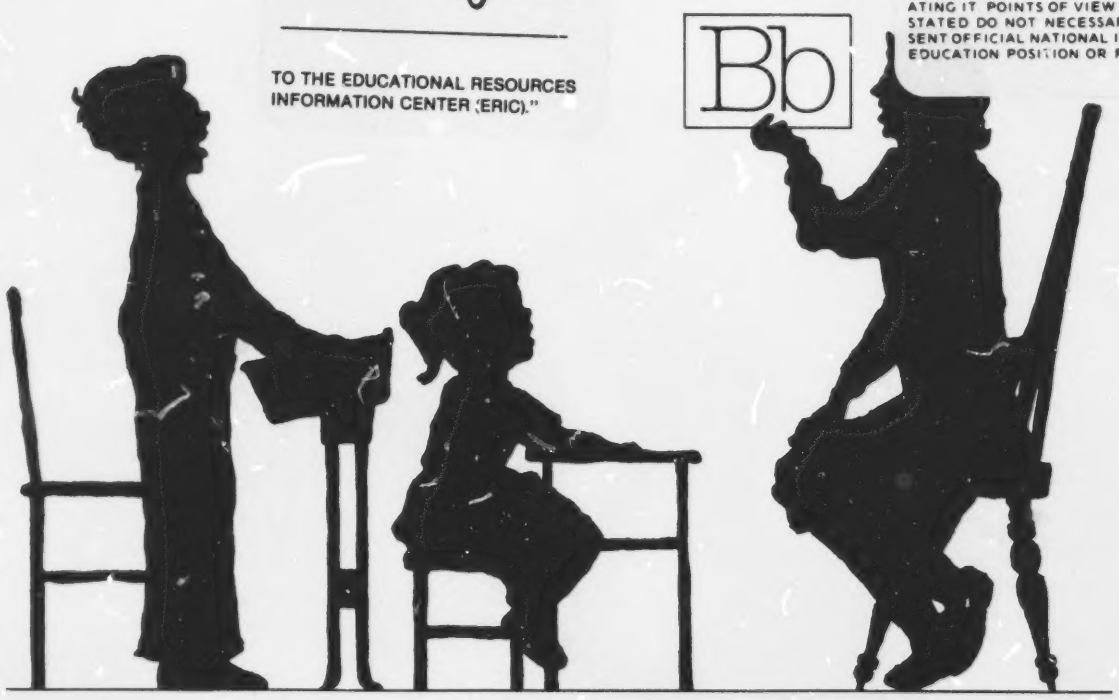

1978-1979 Report

TM 800 658

Richard A. Snelling, Governor
STATE BOARD OF EDUCATION 1979

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On behalf of the State Board of Education and the Department of Education, I wish to express sincere appreciation to the many individuals who have contributed to the development and implementation of Vermont's Basic Competency Program. Special thanks this year go to the teachers and administrators of those schools selected for visits by consultants from the Department. Their efforts made it possible to gauge the progress being made at the local level and to obtain first hand information about the problems encountered as teachers completed their second year with the program.

This report shows marked improvement over last year in many of the Basic Competencies. This improvement is due to the serious efforts of Vermont teachers and students in teaching and learning these essential skills. While it is heartening to see these improvements, we must also note that there are still several Basic Competencies with seriously low levels of mastery. Concentrated attention must be given to pupils who have yet to master these essential skills.

The Basic Competency Program is a step forward for Vermont education. It reflects an awareness that all students in all schools should learn those basic skills which Vermonters have agreed are essential. The Basic Competencies are only a foundation upon which further education is based. As we move into the 1980's, I cannot help but feel encouraged that the broad spectrum of education will be greatly enhanced as a result of the improved foundation upon which it will be based.

The Department staff and resources are available to assist in the continued efforts to provide the best possible education for Vermont students.

Robert A. Withey

Robert A. Withey

Commissioner

November 1979

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BASIC COMPETENCY

The Vermont Basic Competency Program has as its purpose the learning of basic skills by all Vermont pupils. It is an instructional program designed to provide every pupil with the opportunity to learn to read, write, listen, speak, compute, and reason.

The 1977-78 school year was the first year of the implementation of this Basic Competency Program. During that year, more than 95,000 students in Vermont schools were assessed to determine which of the Competencies identified by Vermonters as those skills necessary to function in today's society had been mastered. The development of materials to be used for the assessment process and the assessment itself were major local undertakings, involving much teacher time and effort.

The purpose of the program is to improve instruction for each student. From the Pupil Progress Record form now kept on each student, the student and his/her parents can determine where the student stands in achieving the Basic Competencies, which will be required for graduation beginning with the class of 1981. The Pupil Progress Record form also shows teachers the needs of individual students.

HISTORY

State Board of Education Action on Basic Competencies: The Vermont Board of Education, at its meeting on July 20, 1976, adopted a set of Basic Competencies in reading, writing, speaking, listening, and mathematics, and stipulated that all pupils must have the opportunity to attain and maintain these competencies throughout the K-12 continuum. The Board also stipulated that by 1981 mastery of all of these Basic Competencies is to be one requirement for graduation from high school, unless the pupil has a limiting handicap and completes an approved, comprehensive, multi-year plan. On January 16, 1978, the Board adopted a set of Basic Competencies in reasoning, with mastery to be a requirement for graduation beginning in 1983.

Basic Competencies Defined: The Basic Competencies are objectives in the areas of reading, writing, speaking, listening, mathematics, and reasoning, compiled by the Department of Education with the assistance of hundreds of Vermont educators and citizens. They are minimum skills considered necessary to enable further learning and social functioning. These Basic Competencies are only a minimum list. They do not provide a complete sequence and they do not include all skills to be learned in school. The complete text of the Competencies is included in this report.

Method of Developing Basic Competencies: Beginning with mathematics in 1973 and language arts and reasoning in 1974, curriculum consultants in the Department of Education compiled lists of objectives from suggestions made by Vermont educators and citizens. Research based on the programs of other states and materials obtained from Educational Resources Information Center, the National Assessment of Educational Progress, and popular textbooks were used to validate the Basic Competencies. In all regions of the state, open meetings for teachers were conducted at which the Competencies were

discussed and revised. More than 1500 Vermont educators were involved in this process.

Reasons for Developing Basic Competencies: The Basic Competency Program was developed in response to widespread concern on the part of college faculties, employers and the general public that students were not learning basic skills. Educational planners were concerned with the lack of information about specific deficiencies. The Basic Competency Program, with its emphasis on individual pupil records, is designed to help teachers ensure that all pupils have the necessary opportunities to master these skills. Information obtained from reports of student progress has already sparked curriculum changes in many schools, as noted in another part of this report under **School Visits**.

Implementation of Basic Competency Program: During the 1977-78 school year, the status of each Vermont pupil in the basic skills was noted on a Pupil Progress Record. In every school in the state, teachers worked to find out which Basic Competencies in reading, writing, speaking, listening, and mathematics their pupils had mastered. The methods used to assess pupils were determined locally.

The one goal of the Basic Competency Program is to ensure that every pupil in Vermont has the opportunity to attain and maintain these basic skills. To accomplish this, the Basic Competency Program was designed to allow each school and teacher to tailor the teaching, learning, and assessment of these skills to the needs of local pupils and the teaching styles of local teachers. The State Department of Education staff realizes that in giving this flexibility to the professionals in our 402 public schools, it has sacrificed the standardization of the data that is reported. Each teacher will teach and assess these skills in a slightly different way. The skills to be mastered are the same for every pupil in the state, but there is some variability in the way they are taught and measured. The Department of Education staff feels that pupils learn best when their teachers are allowed maximum flexibility and professional judgment; therefore, the data cannot be 100% comparable.

The primary goal is to ensure that each individual pupil has the opportunity to learn these skills. The collection of statewide data is, therefore, a secondary objective. The program has been structured to put emphasis on the achievement of the individual pupil rather than on the collection of data.

Collection of Data: Near the end of each school year data are collected at the local level and forwarded to the Commissioner of Education during the summer. This year, 1978-79, data were collected for only the class of 1981, by year of birth. The number of pupils that had shown mastery of each Basic Competency was reported. The collection procedure used was designed in such a way that no identification of the local districts was retained by the Department.

Use of Basic Competency Data: The results of the Basic Competency Program are most useful at the local level. Teachers may use the Pupil Progress Record to report to parents on pupil achievement of these basic skills. Teachers and administrators will be able to determine which pupils need special help in order to master certain skills and which are ready for further progress. Pupils themselves can be made aware of their own progress and of skills that need more work. Instructional programs can be designed locally to meet pupils' needs. The Basic Competency Program is designed primarily to help individual pupils learn these essential skills, so program results are most valuable at the local level.

Data from the Basic Competency Program will be used with other data for state and local decision making. The Legislature will use the data to assist in making decisions on the budget and on educational legislation. The State Board of Education will use the data to assist in forming policy, making recommendations, and providing services to local school districts. Local boards and administrators are already using the data to evaluate their programs, develop modifications and activities, and allocate resources to overcome weaknesses and to support areas of strength.

The Basic Competency Program was not designed as a teacher or program evaluation instrument. The State Department of Education will make every possible effort to see that data from this program are used, along with any other appropriate information, in a manner consistent with their validity and in accordance with sound planning principles.

ASSISTANCE

While the major work on Basic Competencies is now being carried on in the schools of Vermont, the Department of Education remains very active in trying to serve the needs of the teachers and administrators and to assist in every way possible to make the program effective. Department consultants have met with groups of teachers working on revisions of assessment materials, considered and reacted to materials which have been sent to them for review, and worked with groups and individuals to assist with the integration of the Basic Competency Program into the regular curriculum.

The Department prepared and distributed *Vermont's 1977-1978 Basic Competency Program*, a detailed report on the assessment of all students during the first school year of implementation. The K-12 *Language Arts Guide*, which was distributed in quantity during the year, emphasizes the integration of reading, writing, speaking, and listening into the regular curriculum. The *Industrial Arts Guide*, which was distributed early in the fall of 1979, also includes much emphasis on ways that Industrial Arts teachers can reinforce these skills.

During the 1978-79 year, the *Teacher's Guide for the Basic Competencies in Reasoning* was completed, published, and distributed in quantity to all superintendents. More than thirty school districts have held workshops on reasoning and more such meetings are scheduled to assist teachers in working on Reasoning Competencies. This *Guide* also stresses the integration of the Reasoning Competencies into the regular curriculum.

There are frequent meetings of the Department Basic Competency Steering Committee, chaired by the Commissioner. These provide a forum for discussion of issues that arise as the program becomes fully implemented. They give members an opportunity to react to questions and concerns reported from the field and ensure that all divisions of the Department are aware of the details of the program.

SCHOOL VISITS

In order to determine how the program was operating at the end of the second school year of implementation, staff members of the Division of Elementary and Secondary Education organized a series of

school visits to gather specific information on work being done in representative elementary and secondary schools.

By random selection techniques, ten high schools, ten middle/junior high schools, and twenty-five elementary schools were chosen for visitation. Several schools/districts requested visits, and these were added to those on the random selection list. During March, April, and May, visits were made to twelve high schools, eleven middle/junior high schools, and twenty-five elementary schools. These schools are listed on page 13.

The visits were conducted by consultants, with at least two involved in almost every visit. Math Consultant Robert Kenney and Language Arts Consultant Esther Urie were involved in all of the visits. Science Consultant George Tanner and Elementary Consultant Jean Robison were involved in many of the visits. Chief of Secondary Education Donn McCafferty and Elementary Consultant Leona (Mickey) Fish participated in some visits.

The purpose of the visits was to gain a clear understanding of how the Basic Competency Program was being implemented and what effects it was having on Vermont students and school programs. The topics covered during the visits focused on eight areas:

1. Teacher needs related to the Competencies;
2. Plans for continuing assessment of the Competencies;
3. The materials and methods being used for assessment;
4. The use and maintenance of Pupil Progress Record forms;
5. Programs for maintenance and remediation;
6. Changes in curriculum content and teaching techniques;
7. Multi-year plans for pupils with limiting handicaps;
8. Implementation of the Reasoning Competencies.

The Department team met first with the superintendent and principal, if available, or with their assistants, for an overview of the school/district work with the Competencies and for guidance as to how best to use the consultants' time in the school. In many schools it was possible to meet with groups of teachers during their planning time; in some schools arrangements were made for the teachers most involved with the Competencies to go to a central location for discussions; in other schools the consultants visited classrooms and spoke briefly with teachers. In most cases the consultants stayed until the end of the school day and met with any staff members who wished to have an informal discussion and for a brief summary of the consultants' reaction to what they had observed. During these visits, at least ninety administrators (superintendents, principals, assistants, curriculum coordinators) and more than three hundred teachers (including guidance counselors and special service staffs) discussed implementation of their programs and problems they had encountered.

SUMMARY

Following is a summary of observations and recommendations in each of the eight areas covered by the visits:

1. Needs of Teachers

Observations: In several of the schools visited, no specific needs or concerns had been identified. Where there were concerns, the universal cry was "Time!" The time involved in assessing and recording results is a major problem in many situations. Several schools have been able to use office staff to do the major recording tasks. Many schools have developed for each class or for each student individual report forms that can be given to clerical helpers, who transfer the data to the Pupil Progress Record forms. Some schools have CETA workers who have been able to assume much of this recording responsibility. Progress seems to have been made during the year to reduce needless duplication of recording tasks.

Another concern of some secondary teachers is that the time spent working on the Competencies has taken significant time from established curriculum. Although most teachers agree that mastery of such basic skills is essential to effective learning in more advanced courses, some secondary teachers feel poorly equipped to provide instruction in the Competencies, particularly in remedial situations.

Some schools and individual teachers still look upon the program as primarily one of testing, but most have come to understand that the real purpose is to provide appropriate learning opportunities so that each student achieves mastery of the Competencies. Where positive attitudes toward the program exist, these attitudes are reflected in the serious efforts of students toward achieving the skills.

Several teachers indicated a need for district coordination in the development and use of assessment materials and the level at which mastery should be expected, as well as the level of achievement required for mastery. Teachers seemed to welcome the strong administrative leadership found in many districts. Such leadership is effective in organizing and clarifying the work and responsibilities of those involved with the Basic Competencies.

Many schools report problems with getting transfer students evaluated after their arrival in a new school. The Department consultants were surprised at the large numbers of such students at nearly every school visited, frequently involving as much as a fifth of the student body. In many cases no Pupil Progress Records were sent for transfer students; and, if they were sent, there was frequently no key provided for the symbols being used.

A very great need in a few schools is the development of assessment materials that truly evaluate the skills described by the Competencies.

Recommendations: Instruction, assessment, and remediation should be integral parts of the student's regular program. This integration should alleviate much of the current time problems. Some modifications of existing programs may be required in order to incorporate the needs of students in basic skills.

The local and district administration should make sure that there is a coordinated system for teaching and assessing the Competencies. Districts should continue the evaluation and revision of materials and methods, with the intent of integrating the Competency Program into the regular curriculum. Teachers should be encouraged to use their professional judgment in assessing student competency. Several recommendations made under later topics pertain to this need for continued local effort.

2. Plans for Continuing Assessment

Observations: Two general patterns of continuing assessment were observed. In one, complete assess-

ment of all students for all Competencies expected to be mastered is planned by specific grade levels (e.g., all students in grades 6, 8, 10). In the other, assessment is planned with certain Competencies being assessed each year in each grade, with repetition in at least three grade levels (e.g., Reading 1, 2 in the 3rd, 4th and 6th grades; Writing 1, 3, 6, in the 4th, 6th and 9th grades). Some schools are assessing the Competencies at the grade level where mastery is expected in the district's program and again during the following two years.

A majority of the districts visited have developed sensible plans for the continued assessment throughout grades 1-12 while others are on a year-to-year basis or on an informal "assess when you will" program. Many teachers are finding that they can work the evaluation of Competency skills into their classroom procedures and evaluate them frequently throughout the year.

Recommendations: There needs to be a plan in each district for the continued assessment of Basic Competencies—a plan of which all teachers are aware and to which they adhere. The plan should be reviewed frequently to provide for modification as experience indicates. A district-wide committee representative of all schools and grades should be involved in establishing such a plan for continuing assessment, for modification, and for coordination. This committee should be responsible for similar activity with methods and materials used for assessment and instruction, as noted in the following pages. Wherever possible, the plan should allow assessments to be made part of the day-to-day curriculum.

3. Materials and Methods

Observations: In general the consultants found the district-wide materials being used for assessment to be satisfactory. Where misinterpretation of the intent of the Competency was found and where poorly prepared materials were being used, suggestions were made for change. Some of the assessment materials examined and the methods used appeared to be designed more for ease in administration than for accuracy of assessment.

Many districts have already revised materials in light of their experience in working with assessment during 1977-1978; several plan to revise them before using their materials in 1979-1980. The revisions show improved insight into the intent of the program and in some cases indicate effective ways of integrating assessment into the regular program.

Two schools visited had no common assessment materials in language arts and three schools had inappropriate materials for mathematics assessment. In a few districts there appeared to be some variation in the level of materials being used to determine mastery in the elementary schools as compared to that used in the secondary school, resulting in no common expectancy of mastery level. But in general the materials used are assessing the Competency skills, are carefully prepared and are readily available to teachers.

Methods of assessment vary considerably. In the elementary self-contained classrooms, the teachers seem to be doing the assessment as part of the regular program, assessing the skills involved several times during the year. In departmentalized elementary schools, in the middle/junior high schools, and in the high schools, a variety of systems are being used. In a majority of schools, the subject matter teachers are responsible for the assessment (language arts teachers for reading, writing, speaking,

and listening; mathematics teachers for the mathematics skills). In at least six of the schools visited, "mentor," "advisor," or "homeroom" teachers are involved in the assessment and to a lesser degree in instruction and remediation. In these systems, all staff members are involved in working with groups of ten to fifteen students in time periods set aside for this specific purpose. They are responsible for keeping the records as well as for assessing.

Some of the schools visited are setting aside blocks of time for formal assessment, usually near the end of the school year. Others give teachers the freedom to do the assessing throughout the year as it best fits their programs.

Recommendations: A district-wide approach to the assessment materials used and the time when mastery is expected is important. Districts that have found their materials to be unsatisfactory—and especially those few districts that have no fully developed materials—should contact the consultants in the State Department for assistance.

A district-wide committee representative of all grade levels should meet from time to time to review and reconsider materials and methods. Methods used to assess competency should be designed according to the real intent of the Competency and with common sense, rather than ease of administration or scoring. Materials and methods should be designed to be part of the ongoing curricula of the schools.

Special education personnel and other staff, as well as teachers from all disciplines, should take part in regular evaluation and planning sessions.

4. Use and Maintenance of the Pupil Progress Record Forms

Observations: In the elementary schools, the Pupil Progress Record forms are usually located with the classroom teachers, who make their own entries. In the secondary schools, the records are usually located in the guidance or administrative offices with entries being made by the secretarial staff from individual or class record sheets used by the teachers throughout the year. In many secondary schools few, if any, entries had been made for the current year as teachers report only at the end of the year; in several schools assessments had not been completed.

Six of the schools visited are using computers now or plan to do so next year. The computer can furnish a variety of information that should be helpful to teachers in evaluating progress and needs of students.

The Department consultants observed a great variation in the use of symbols for record keeping and frequently needed help in understanding their meanings. This appears to have implications for more trouble in the future as teachers attempt to use these records, particularly when students transfer from one district to another.

A few schools are keeping test items that show pupil mastery; some are keeping items indicating non-mastery; some are keeping all items. Some schools are experiencing difficulty in using and storing such records.

Recommendations: All districts should review carefully the front cover of the Pupil Progress Record form for instructions concerning the use of the left-hand column of the Record Form. The only thing

that should be entered there is the date of mastery.

The consultants strongly recommend that the symbols and entries used in the right hand columns of the Pupil Progress Record be simple and clear. An example of a clear, simple system would be:

I: pupil has had introductory work with the Competency

M: pupil has shown mastery of the Competency

F: pupil was assessed but failed to show mastery

A clear explanation of whatever symbols are used should be available and included with all transferred records. The state does *not* require that dates or initials be included in the right hand columns.

There is no state requirement that any assessment items be retained; however, it is suggested that districts may wish to keep material that will assist teachers and specialists in diagnostic and remedial efforts or that may serve as justification for the school's actions in those cases where the school may be called on to justify its actions with a few exceptional pupils.

5. Remediation and Maintenance

Observations: Among the distinct impressions that come from the school visits is one of increased activity in identification of student needs and in provision for instruction to meet those needs.

The effectiveness of any maintenance or remediation program is influenced by the record-keeping process. When the teacher has ready access to the Pupil Progress Record form or to an account of the student's standing in regard to the Competencies, maintenance and remediation are more effective. The "mentor," "advisor," or "homeroom" system may be effective in many cases but appears to be very dependent upon the attitude of the teacher involved.

While support staffs are being increased through Title I, Special Education, and other sources, most schools are making important changes in curricula and in teaching techniques to provide for remediation and to ensure maintenance.

Secondary teachers have more difficulty in maintenance of pupils' competency skills than do elementary teachers. Many schools report problems with providing students attending area vocational centers with remedial programs because of their absence from the building during part of the day. In two secondary schools visited, language arts and mathematics teachers in 1979-1980 will have "remediation periods" instead of study halls, lunch duty, or other non-teaching assignments and will be available to students needing help.

Coordination between regular teachers and specialists varies from school to school but there seems to be increased understanding of mutual problems. Record keeping for students in special programs varies. Some special teachers are doing little or nothing with the Competencies, while others are providing instruction, carrying out assessments and recording on the Pupil Progress Record forms. Reading teachers, resource room staffs, Title I instructors, and others are being used to work on Competency skills. The expanding special education programs are helping many students with serious learning problems. Student tutors, especially members of the Honor Society, are working with students needing specific remediation. Retired teachers, parents, and other volunteers are lending their support, and in a few cases Comprehensive Employment Training Act workers are assisting students with their remediation needs. There is, indeed, a real effort in most schools to identify needs and to work on them. Study packets for individual practice have been developed by some teachers. The regrouping of students in some schools has made better remedial work possible.

Recommendations: Plans for maintenance and remediation should be as flexibile as possible to meet the individual needs of the pupils involved.

There should be regular meetings of those involved to evaluate, coordinate, and improve the effectiveness of local efforts. This is especially important when more than one building is concerned, such as with students attending area vocational centers. Parents should be involved as much as possible and as early as possible in cases where considerable remediation is needed.

Specialists should be used but the basic responsibility lies with the regular teachers. Every effort should be made to identify students with special needs early in the school career. A Pupil Progress Record must be kept for every student, including those in special programs.

Maintenance efforts must be ensured for all pupils through frequent work with skills. Such work should take place in all areas of the curriculum rather than being limited to language arts and mathematics.

6. Curriculum Changes — Teaching Techniques

Observations: The responses heard in schools to the question of what effect the Basic Competency Program has had on curriculum and teaching techniques were: "More emphasis on skills"; "More attention to retention and mastery"; "More thorough work required"; "Teachers are demanding more of students"; "All teachers are more aware of competency skills and are checking work more carefully"; "It has forced us to look at our curriculum."

There are attempts in most schools to incorporate the Basic Competencies into the curriculum. There is considerable work going on to integrate the work of the elementary and secondary schools into one continuum of growth. Secondary schools are reducing the number of electives and are providing increased opportunities in the way of more and smaller classes related to the Basic Competencies. Many secondary schools have increased their graduation requirements for mathematics. A number of high schools provide individual help for work with the Competencies, using regular teachers who do this instead of lunch duty or other supervision work. Others use aides, peers, or adult volunteers.

Teachers in schools using a mentor system or where responsibility for Basic Competencies is shared among the majority of the teachers appear to have a greater sense of awareness of problems, but conversely less may be done about these problems in curriculum areas. Where subject area (language arts and mathematics) teachers carry the burden of Basic Competencies for all students, the majority of the staff in other subject areas are unmoved or unaffected, but noticeable changes appear in the language arts and mathematics curriculum areas.

In spite of efforts in some schools to provide mass testing situations, there seems to be little doubt that the Basic Competency Program has been effective in causing teachers to deal with students on an individual basis. The specific identification of students who fail to attain mastery of Basic Competencies has resulted in wide professional acknowledgement of the definite need for teachers to individualize instruction and assessment techniques.

Recommendations: Continued planning with emphasis on coordination of all available resources will be necessary to ensure that all pupils have appropriate opportunities to learn and retain Basic Competencies. It is important to involve pupils at all grade levels with practical applications of the Competencies

as part of their learning experience. Teachers in subject areas that involve Competency skills should take responsibility for helping students attain and maintain mastery on an individual basis if necessary. As more information becomes available on student achievement, teachers should be involved in more and better remedial programs.

7. Multi-Year Plans

When the State Board of Education first considered requiring Basic Competencies for graduation, its members realized that some students might have specific handicaps that could prevent them from ever being able to master some Competencies. Since the Board did not want to penalize such students by denying them a diploma, a provision was made for them whereby the completion of a comprehensive multi-year plan could be substituted for the usual graduation requirements. These plans indicate which Basic Competencies are exempted and what alternative objectives the student will attain.

Observations: In those schools where serious consideration has been given to the process, it appears that approximately 2-3% of the Class of 1981 are eligible for exemptions from mastery of one or more Basic Competencies. There is some uncertainty at this time as to the ability of a few students to reach mastery of some Basic Competencies through alternate instructional methods.

Schools vary somewhat in their efforts to provide needed programs for students who are deficient in basic skills. Activities range from special "B.C. Classes" and individual tutoring to the utilization of special education services, Title I, Right-to-Read, and other existing services.

Recommendations: Districts should review their local procedures for identifying those pupils who will require multi-year plans and for developing these plans. Department guidelines and consultant assistance are available on request and should be used.

8. Implementation of the Reasoning Competencies

As of 1983, graduates of Vermont high schools must have mastered 15 Basic Competencies in reasoning, in addition to the 51 in language arts and mathematics. The Reasoning Competencies were adopted by the State Board of Education in 1978. In March, 1979, a comprehensive *Teacher's Guide for the Basic Competencies in Reasoning* was distributed to all elementary teachers and high school teachers of science and social studies. The distribution of this guide was a signal to schools to make sure that these reasoning skills were being taught.

During the 1978-79 school year, Department consultants visited 21 schools by request to assist with the implementation of the reasoning competencies. They observed that these schools are, in general, taking very seriously this component of the Basic Competency Program and beginning to make it a regular part of the curriculum. From working with teachers during the year, the consultants can make these recommendations:

- Remember that testing alone does not fulfill the school's responsibility in this Competency area any more than it does in the others. Instruction must be available K-12 so that students can attain and maintain these skills.
- Provide many opportunities for students to learn and perform each of the reasoning skills in each year of study at levels appropriate to the abilities of the pupils.
- Integrate the reasoning skills with the content of the regular subjects of study. Have pupils reason

about their social studies and science topics.

Many schools are finding that the inclusion of Basic Competency work as an ongoing part of the regular curriculum is the best approach to use. As teachers plan for such inclusion of the Reasoning Competencies, it would be appropriate to review the methods and procedures being used in language arts and mathematics for ways to improve their effectiveness.

Conclusion

These visits confirmed the impression that had been growing throughout the 1978-79 school year: that there had been a considerable change in the attitude toward the Basic Competency Program as teachers and administrators became more familiar with the intent of the program and became more comfortable with its implementation. The attitude is, for the most part, positive.

While a few spots of resistance to the program persist, a large majority of administrators and staff visited are finding that it is having a beneficial effect on the learning processes of students, creating a more serious approach to the classroom work than previously when there were fewer specified objectives placed before the students.

In only a few cases are the Competencies being mistaken for the end-all of education. Most of the people involved have accepted them for what they are—**Basic Skills**—and are going far beyond the Competencies in their expectations for students.

One pronounced change noted in local practices is the increased concern for students who have not yet achieved the Competencies and who may have a difficult time achieving them. Schools are making serious efforts to meet the needs of these students by individualization of instruction, by special classes, by frequent review, and by use of various methods, materials, and personnel.

Communication between elementary and secondary schools, while not complete, has shown considerable improvement in many districts as a result of the Competency program. There is still need for more coordination of curriculum content and goals, but specific steps toward this unification were noted in several districts. In addition, the involvement of all staff members in work with the Competencies in some districts has brought greater emphasis on the basic skills in all classes.

School districts are to be commended also for their willingness to revise their assessment materials as a result of their first year experiences. In many cases the involvement of teachers from all grade levels and from all schools in the district has brought a common understanding that is highly desirable.

Gradually, the assessment of competency, as well as emphasis upon the skills involved, is becoming accepted as part of the curriculum, especially where teachers are given the freedom to assess at times that fit naturally into their curriculum content.

During the visits with administrators and staffs, several references were made to the desirability of statewide testing rather than the present locally developed assessments. The consultants indicated that the statewide tests being used in many states have quite a different purpose and present problems that are greater than the ones recognized in the Basic Competency Program. Many of the skills identified by Vermont educators during the development of the program cannot be assessed by statewide tests; in addition, the Vermont program is based on student performance of the actual objectives rather than on making a selection from a listing of possible answers. No effective "standardized" tests have been devised for skills in writing, speaking, listening, measuring, or reasoning. Another factor is that a

state test would be far more awkward to modify than locally developed material, as has occurred to varying degrees in all districts visited. The Vermont State Department of Education remains committed to the local autonomy found in its program.

The Department consultants express their appreciation for the fine cooperation and assistance that was provided at all schools visited. Teachers took valuable time from their preparation periods to describe their activities and problems and to respond to suggestions and questions. Administrators arranged for the profitable use of time and gave complete and frank responses to inquiries. The consultants are grateful for the opportunity to work with these people.

Following is a listing of the schools visited for the purpose of this section of the report.

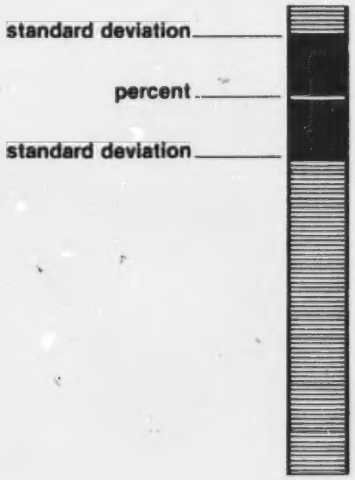
Albany Hilltop School, Albany
Alburg Community Ed. Ctr., Alburg
Arlington Memorial School, Arlington
Bakersfield Middle School, Bakersfield
Bellows Falls Union High School, Bellows Falls
Bellows Free Academy, St. Albans
Blue Mountain Union High School, Wells River
Blue Mountain Union School, Wells River
Bristol Middle School, Bristol
Cabot Elementary School, Cabot
Cabot High School, Cabot
Castleton Jr. High School, Castleton
Central School, South Burlington
Clarendon Elementary School, Clarendon
Concord High School, Concord
Craftsbury Academy, Craftsbury Common
Danville Elementary School, Danville
Deerfield Valley Elementary School, Wilmington
Derby Elementary School, Derby
Edmunds Middle School, Burlington
Essex Middle School, Essex
Hyde Park Elementary School, Hyde Park
Irasburg Village School, Irasburg
John F. Kennedy School, Winooski
Lawrence Barnes School, Burlington
Lowell Village School, Lowell
Lyndonville Graded School, Lyndonville
Mathewson School, Barre
Milton Elementary School, Milton
Milton Intermediate School, Milton
Milton High School, Milton
Mount Abraham Union High School, Bristol
Mountain St. School, Bristol
Northfield Elementary School, Northfield
Northfield High School, Northfield
Plymouth Elementary School, Plymouth
Randolph Union High School, Randolph
Riverside Park Jr. High School, Springfield
Rutland Senior High School, Rutland
Shelburne Middle School, Shelburne
South Burlington Middle School, South Burlington
Spaulding Inter. School, Barre
Stamford Elementary School, Stamford
Wallingford Elementary School, Wallingford
Waterbury Elementary School, Waterbury
Waterford Elementary School, Waterford
Westminster West School, Westminster
Windsor State Street School, Windsor

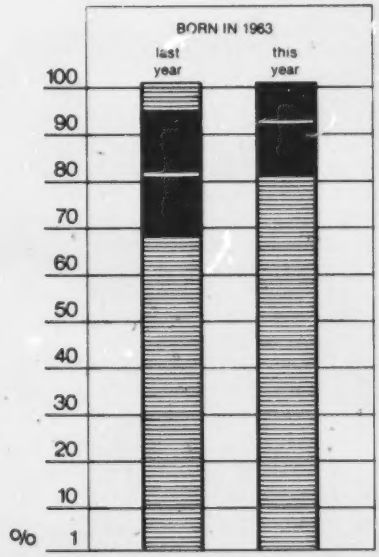
DATA REPORT PART I

Graphs for each Basic Competency in Reading, Writing, Speaking, Listening, and Mathematics
The following pages show graphs for each of the Basic Competencies in Reading, Writing, Speaking, Listening and Mathematics. There are two graphs for each Basic Competency, the first from last year, the second for data collected this year. The black bars show the standard deviation calculated from the average (unweighted mean) of all the superintendents' reports. The white line within each black bar shows the percent of all Vermont pupils reported as having mastered the Competency.

The standard deviation is a measure of the way numbers are distributed around an average. The highest and lowest numbers included in an average may be isolated cases, with most of the numbers grouped closely together, or the numbers could be scattered throughout the range. The smaller the standard deviation, the more closely grouped the numbers are.

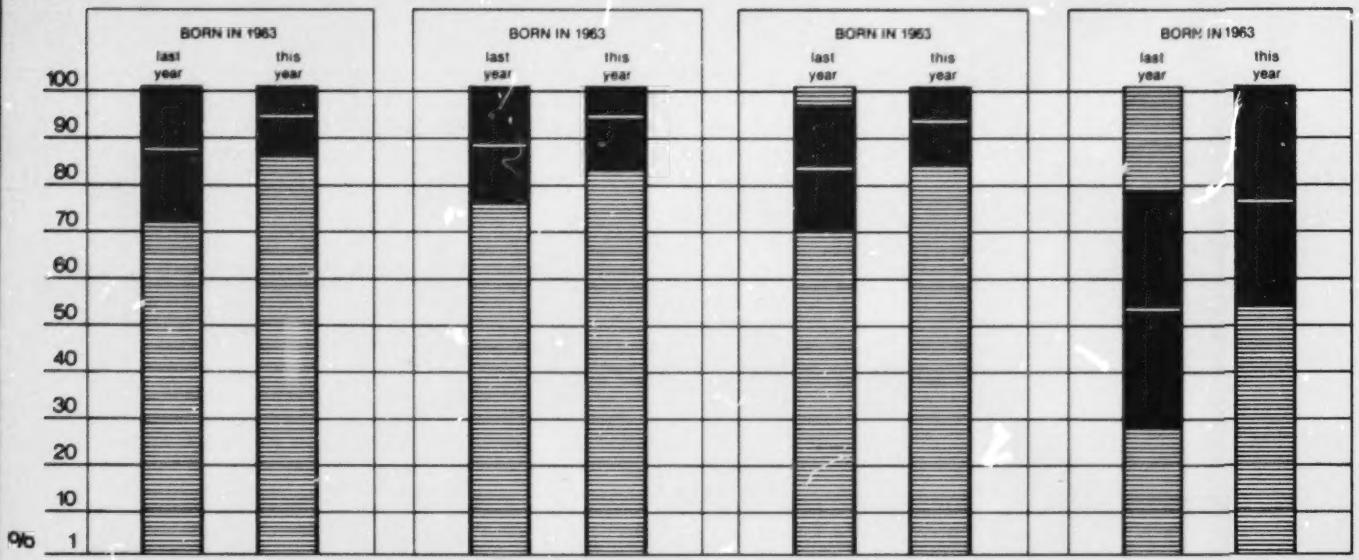
For example, the graph for number 16 in Mathematics is shown.





The graphs show data collected from two different groups of students, so only fairly large differences should be considered significant. The graph for last year shows the reports received on *all* students who were born in 1963. The graph for this year shows only those students in the class of 1981 who were born in 1963. Because these two groups of students are not identical, close statistical comparisons should be avoided in interpreting the data. Nevertheless, the graphs show many large gains which should be considered significant.

The Language Arts and Mathematics Consultants in the Department of Education are ready to assist local staff with the evaluation of their data and with the improvement of their assessment materials and procedures, as well as with curriculum development. Please send requests for such assistance to the Division of Elementary and Secondary Education or call 828-3111.



Reading 1: Given material written in manuscript and in cursive forms, the student will demonstrate ability to read both forms.

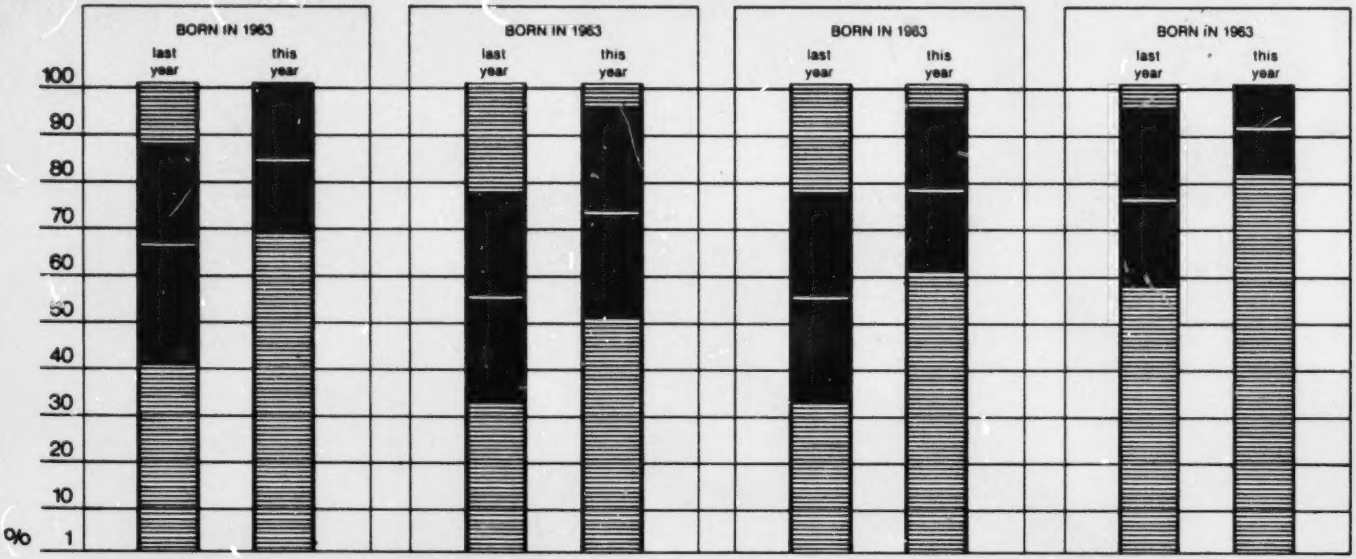
Reading 2: Given a list of high frequency words, the student will identify them with 80% accuracy.

Reading 3: Given a list of words vital to safety including road and traffic signs, the student will identify them with 80% accuracy.

Reading 4: Given information material suited to the practical needs and interests of the student, the student will read the material and demonstrate ability to use such material, responding in writing, with at least 80% accuracy, to sets of questions based on at least three categories of these informational sources: the local newspaper; the Vermont Fish and Game Laws; the Motor Vehicle Department's Driver's Manual; first aid and safety manuals; train, plane, and bus schedules; recipes.

READING

There are now four reading competencies for which the mastery percentage is above 90%, with a narrow deviation. The other reading competencies also register significant increases over last year's results, and the reading area generally seems to be the strongest section of the language arts competencies program. Teacher concern for good reading skills and supplemental programs can account for these



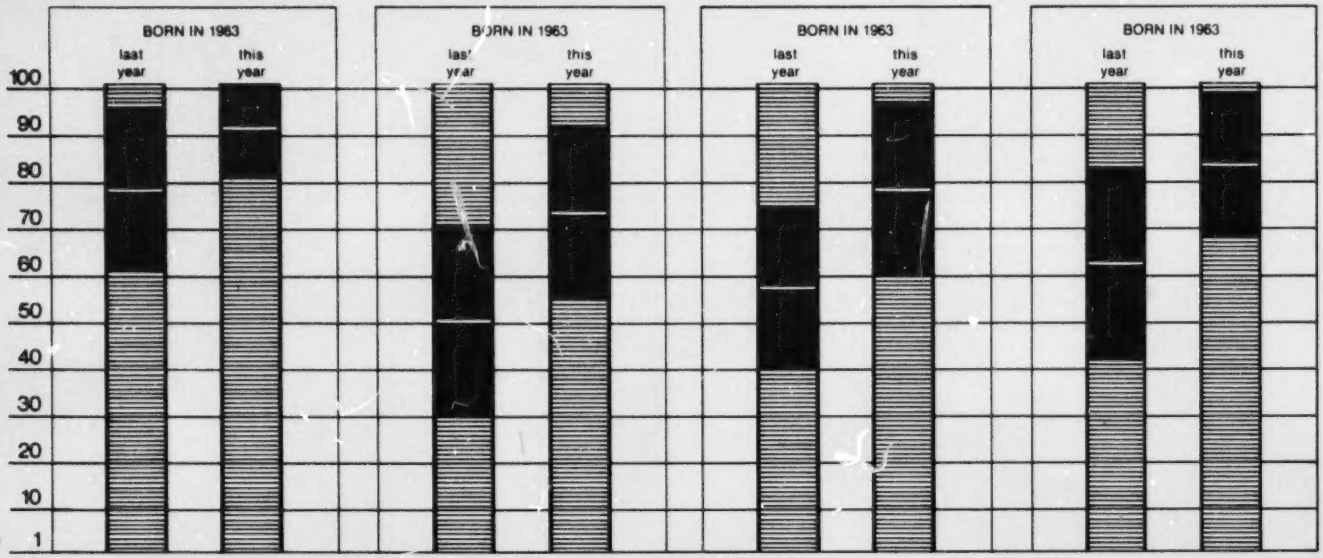
Reading 5: Given unfamiliar material, the student will demonstrate ability to get pronunciation and meaning of new words by using word attack skills, structural analysis, and context.

Reading 6: Given directions to get specific information, the student will demonstrate, in writing, ability to use the library and resource material by responding with 80% accuracy to sets of questions in at least three of the following categories, one of which will be the library: dictionaries, telephone directories, encyclopedias, almanacs, library.

Reading 7: Given directions to read and summarize short factual articles, the student will respond by writing a brief summary which includes a main idea and at least three supporting details.

Reading 8: Given material of his/her own choosing, the student will read aloud with clarity and emphasis, informally, to a small group.

results; so can the improved method of data collection on the part of schools during '78-'79. For the competencies requiring the ability to get specific information (4 and 6) and to summarize (7), additional work is needed to bring more students to a mastery level. These same three competencies show significant deviation in the results, suggesting that materials must be looked at carefully to ascertain whether they are indeed assessing only what the competency demands.



Writing 1: The student will write all required material, including signature, legibly in manuscript and cursive.

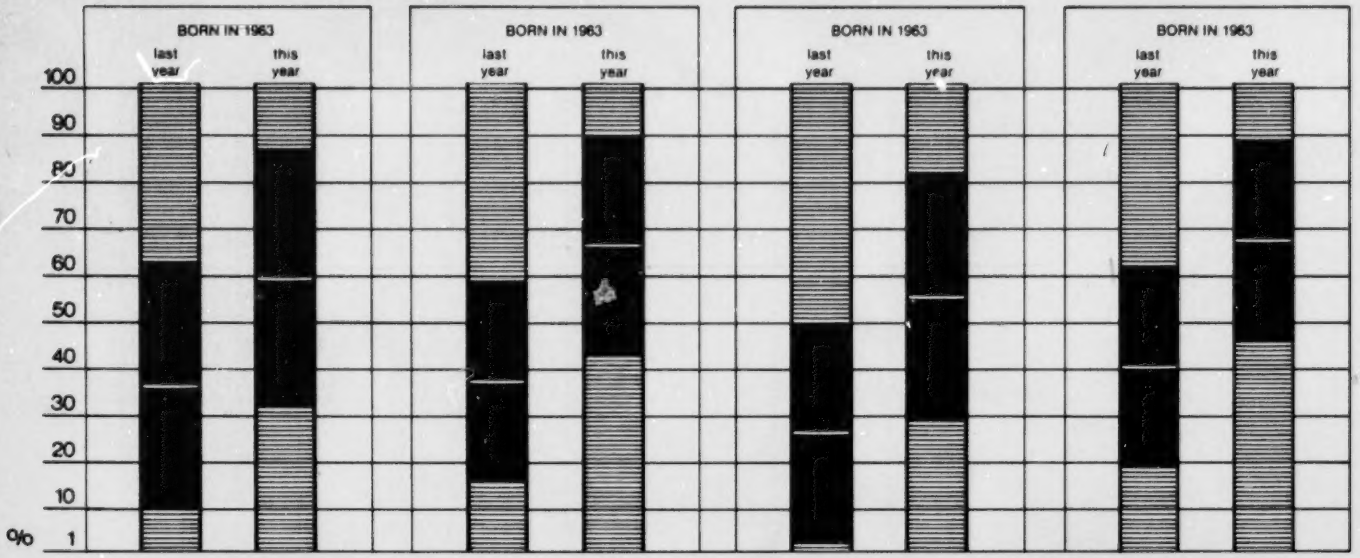
Writing 2: Given a list of words which are commonly misspelled, the student will spell them with 80% accuracy.

Writing 3: Given material to copy, the student will do so with no errors or omissions.

Writing 4: Given directions to write a message related to his/her own interests and environment, the student will write a message that will be clear to the receiver and will contain no more than two grammatical or mechanical errors.

WRITING

Although great increases over last year's percentages are evident here, it is obvious that the area of writing skills is still a weak one and progress on these competencies must be pursued even more vigorously. The business letter competency shows the smallest percentage of mastery and there is



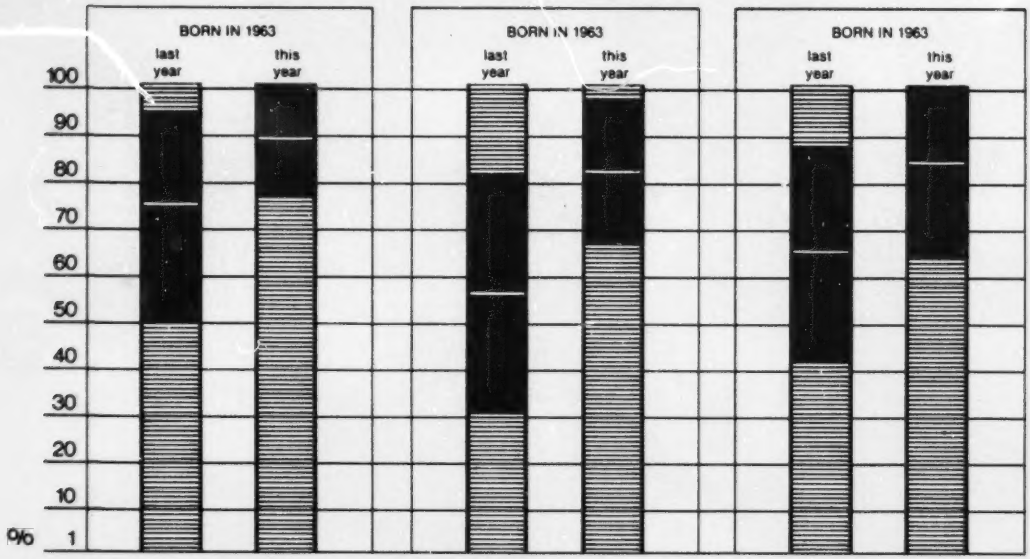
Writing 5: Given forms such as application blanks and order forms, the student will complete them correctly and neatly with no omission of essential information.

Writing 6: Given directions to write a friendly letter, to fold it correctly, and to address the envelope, the student will do so, using correct form and having no more than two grammatical or punctuation errors.

Writing 7: Given directions to write a business letter, to fold it and to address the envelope, the student will do so with no errors in form, grammar, or punctuation.

Writing 8: Given directions to select a topic of interest or importance to him/her, including personal opinion, to write in complete sentences, to use the dictionary as needed to check spelling, and to proofread carefully, the student will write one page of organized material with a total of no more than five errors in grammar, usage, spelling, and punctuation.

some concern over the interpretation of "no errors." It is possible that too much is being expected in the body of the letter, and directions to the student should be checked to assure that only a minimal level of competence, not a sophisticated business document, is being demanded. The Service Bulletin distributed in July 1979 as Basic Competency Memorandum No. 11 speaks to this issue.



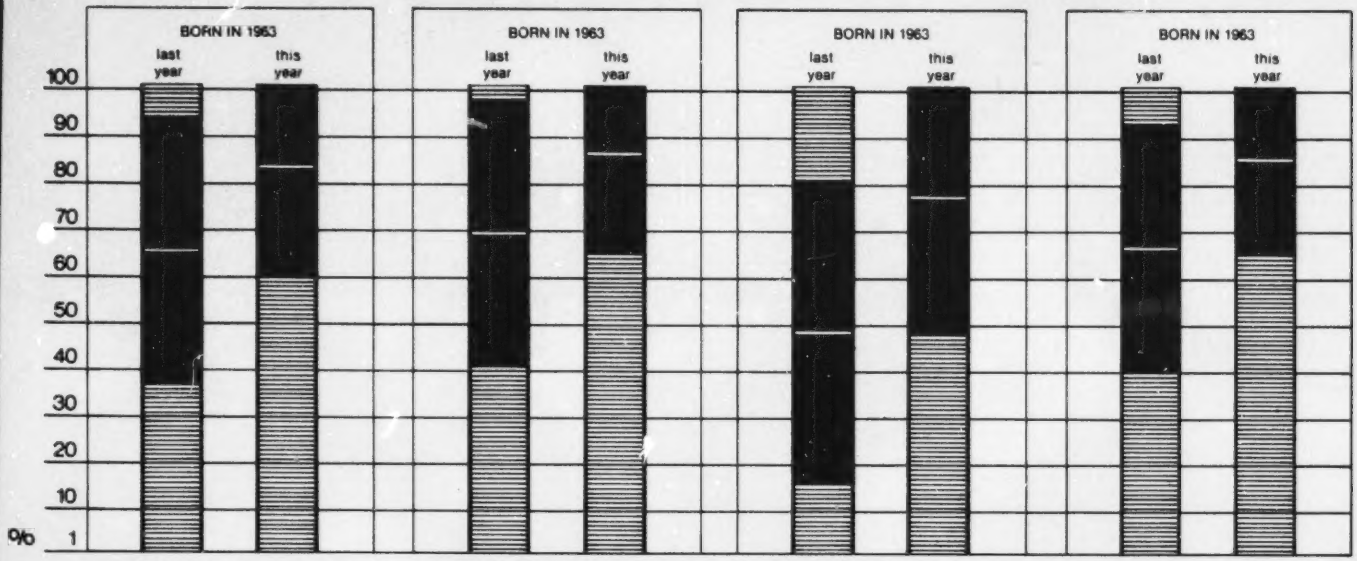
Speaking 1: Given a choice of familiar geographic locations, the student will give clear and accurate directions for reaching the selected location.

Speaking 2: Given directions to explain a process, make a report, or express an opinion, the student will do so, demonstrating organization, sequence, clarity, and accuracy.

Speaking 3: Given a simulated situation, the student will demonstrate ability to answer a business telephone correctly and to take a message.

SPEAKING

The mastery percentages have increased in the area of speaking, especially on Speaking Competency 2, which requires the student to explain a process, make a report or express an opinion. A particular problem is evident in the data for Speaking Competency 6, the job interview. The mastery percentage is the lowest of the speaking competencies, although much improved over last year, and the deviation is



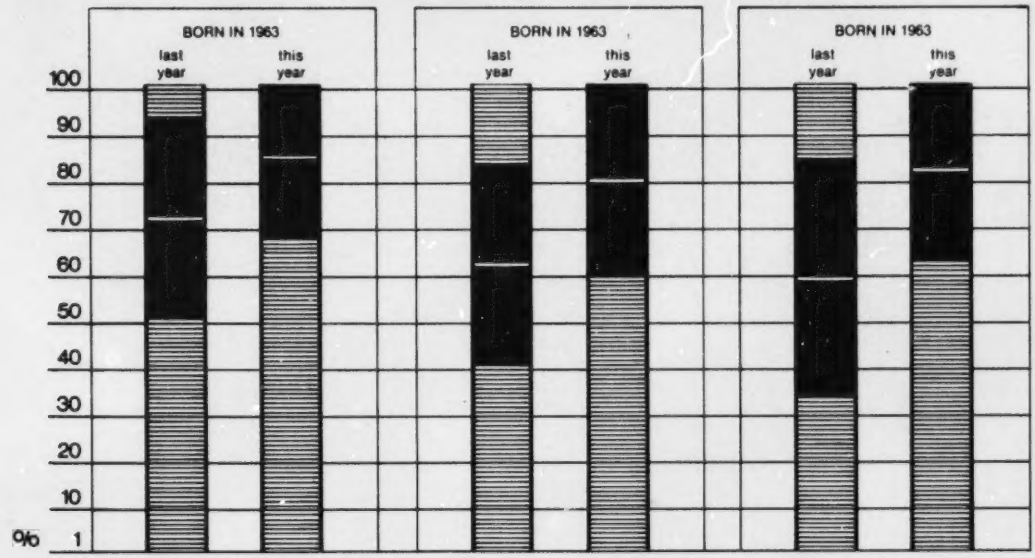
Speaking 4: Given a simulated situation, the student will demonstrate ability to get information or assistance by using the telephone.

Speaking 5: Given simulated situations, the student will demonstrate ability to introduce himself/herself and others.

Speaking 6: Given a job interview situation, the student will respond to questions about his/her qualifications, experiences, and interests and will ask relevant questions.

Speaking 7: Given informal discussion situations, the student will participate, listening to others, making suitable responses, and speaking loudly and clearly enough to be heard by all with whom he/she is communicating.

the greatest. One factor to account for this might be the age of those assessed. At fifteen, students may not have sufficient background and self-assurance to present themselves well in an interview. Efforts must be made, therefore, to give them practice in simulated interviews to prepare them for real job interview situations.



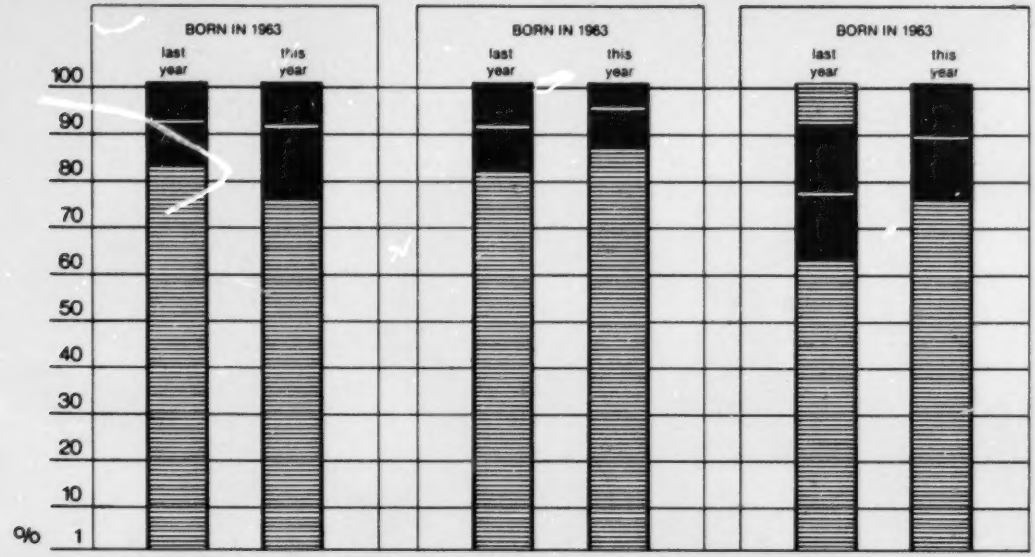
Listening 1: Given oral directions to do a task involving at least three steps, the student will listen to the directions once and follow them with 100% accuracy.

Listening 2: Given a listening situation in which the student hears a story, he/she will retell the significant events sequentially, either orally or in written form.

Listening 3: Given a clear, concise oral presentation containing several important facts, the student will summarize orally or in written form the essential details.

LISTENING

The graphs for the three listening competencies indicate that insistence on the use of listening skills and careful teacher monitoring can make significant differences in the mastery percentages. That there is a consistent increase in mastery percentages in combination with a consistent decrease in the deviation of the scores is a sign that attention to the listening competencies is having a good effect.



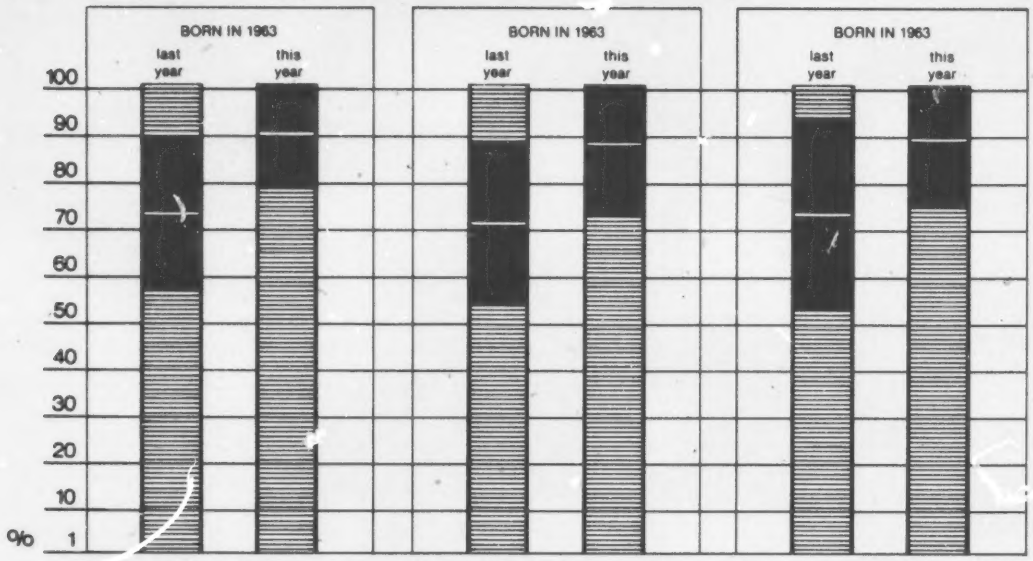
Mathematics 1: Given directions to count to one hundred, the pupil will recite the numerals from one to one hundred in the usual order, with no mistakes.

Mathematics 2: Given orally numerals from one to one hundred, the pupil will write the corresponding Arabic numerals with no mistakes.

Mathematics 3: Given the Arabic numerals from one to one hundred, the pupil will write the English word names, spelling with 80% accuracy.

MATH

The graphs for counting to 100 and writing numerals, numbers 1 and 2, show very little change, while writing number names, number 3, indicates a significant increase in mastery. The drop of one percent in number 1 is really not indicative of an actual loss of mastery on the part of any pupils, since there is a difference in the population being compared. The introduction to this section of the report, on page 14 , gives a more complete explanation of the difference.

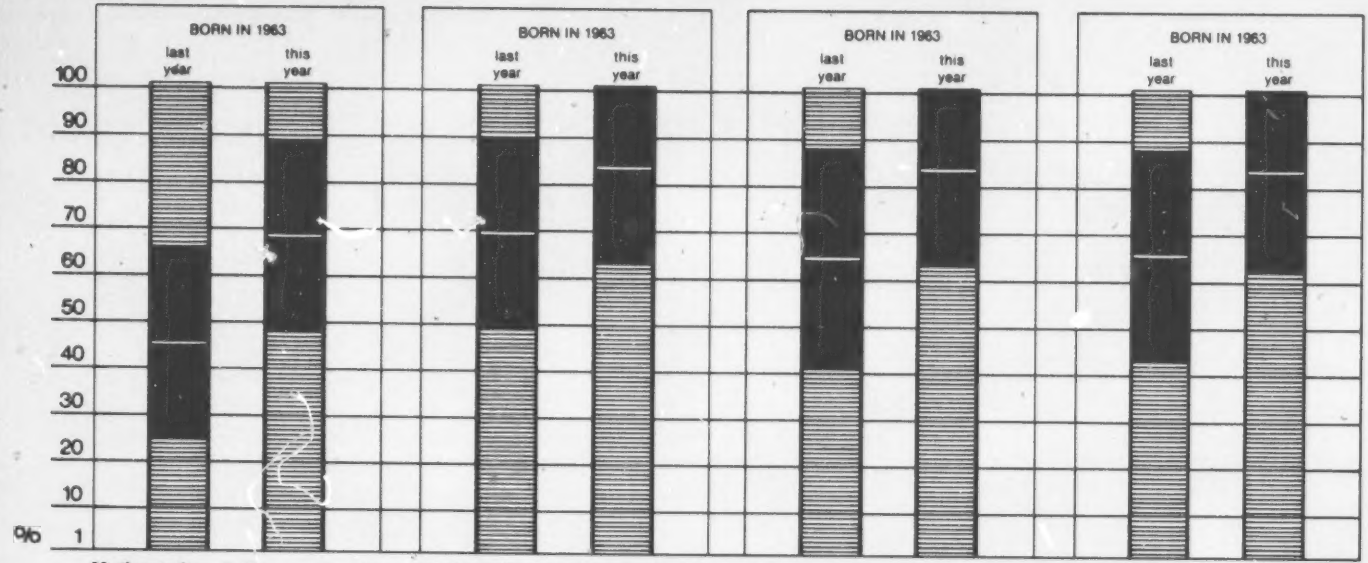


Mathematics 4: Given a clock face, the pupil will tell time accurately to the nearest minute, orally or in writing.

Mathematics 5: Given a Celsius scale thermometer or replica, the pupil will read the temperature accurately to the nearest degree.

Mathematics 6: Given a simple bar or line graph, the pupil will read and interpret.

All of the measurement graphs show a significant increase in mastery. As a group these graphs also show considerable deviation as indicated by the extent of the black bar, (see page 14, "Introduction to the Graphs"). While deviations like these are to be expected for younger pupils, their presence in the case of high school sophomores should cause some concern. It would appear that there are significant



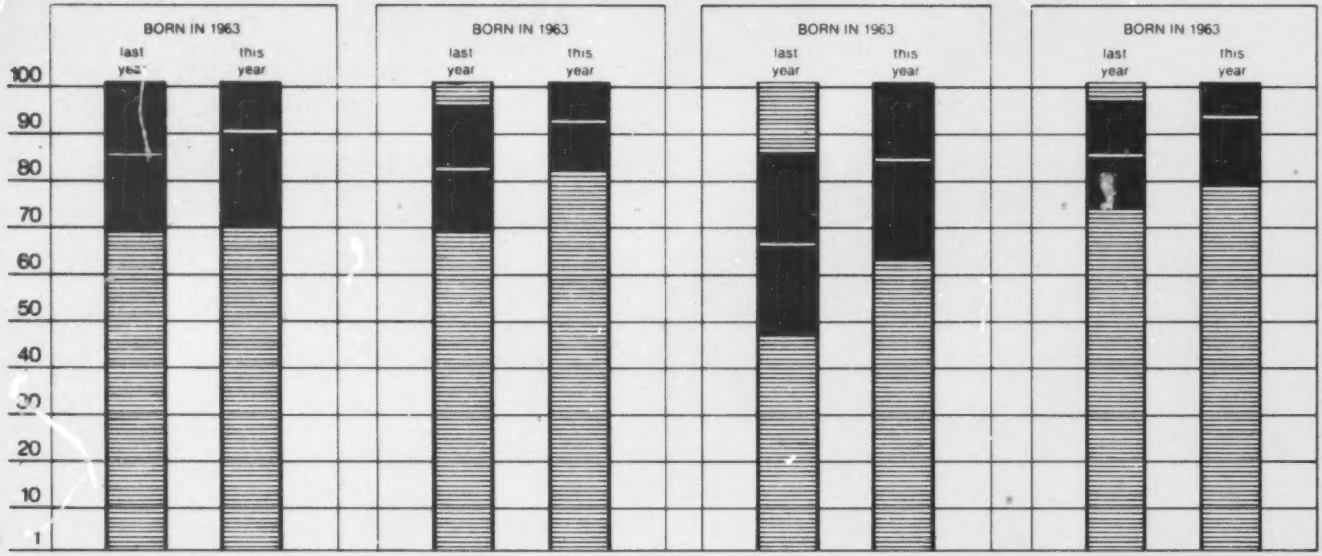
Mathematics 7: The pupil will use the prefixes centi, milli, and kilo correctly when using metric units.

Mathematics 8: Given rulers in metric units, the pupil will measure lengths of objects between 10 and 100 centimeters to the nearest centimeter.

Mathematics 9: Given graduated containers in metric units, the pupil will measure amounts of liquid between 50 and 1000 milliliters to the nearest 10 milliliters.

Mathematics 10: Given scales in metric units, the pupil will measure masses (weights) between 50 and 1000 grams to the nearest 10 grams.

differences in the way instruction and assessment are being done in these areas. Attention should be called to the "Service Bulletin on Basic Competency Assessment," which was sent to all superintendents, principals, headmasters, special education coordinators, and chairpersons of English and mathematics departments in July, 1979, as Basic Competency Memorandum Number 11. This bulletin contains recommendations for most of the Basic Competencies in this group.



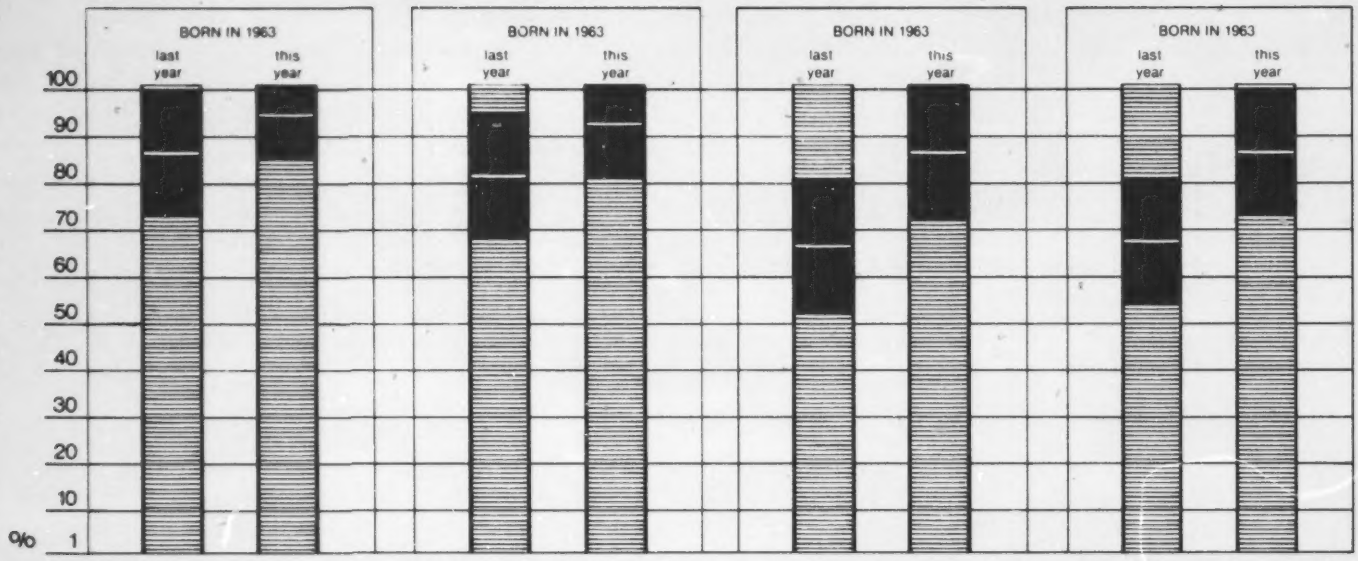
Mathematics 11: Given coins used in the United States, the pupil will name them and give their value in cents, with no mistakes.

Mathematics 12: Given oral directions to write specific amounts of money up to $999.99, the pupil will, using symbols, write those amounts of money, with 80% accuracy.

Mathematics 13: Given an amount of money and directions to make change from $10.00 ($1.00, $5.00), the pupil will find the correct change, using actual coins or play money.

Mathematics 14: Given the symbols +, −, ×, ÷, the pupil can identify the meaning by giving an example.

The graph for naming coins, number 11, shows a small increase, while those for writing amounts of money and making change, numbers 12 and 13, show more significant increases. The deviations for 11 and 13 are still somewhat large, probably due to the fact that such objectives are usually included in the curriculum at earlier levels. Teachers involved at this level are not as used to teaching and assessing for these objectives. As more emphasis is placed on those individual pupils that have not yet shown mastery these deviations, as well as the number of pupils showing mastery, should improve.



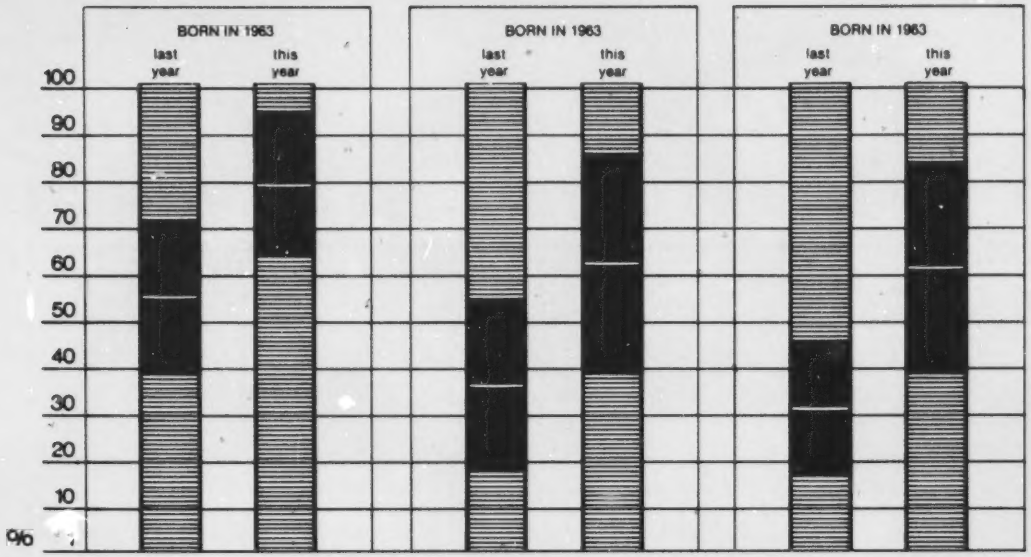
Mathematics 15: Given any two whole numbers from one to ten and instructions to add or state the sum, the pupil will give the correct response from memory, orally or in writing.

Mathematics 16: Given any two whole numbers from one to ten and instructions to multiply or state the product, the pupil will give the correct response from memory, orally or in writing.

Mathematics 17: Given at least four numbers, each with at least three digits and the decimal points in any position, the pupil will find their sum with 80% accuracy. The numbers shall not be given with the decimal points aligned, and the addition shall require carrying.

Mathematics 18: Given two numbers, each with at least three digits and the decimal points in any position, the pupil will find their difference with 80% accuracy. The numbers shall not be given with the decimal points aligned, and the subtraction shall require borrowing.

The graphs for identifying +, −, ×, ÷ and the addition facts, numbers 14 and 15, show small increases. The multiplication facts, number 16, shows a fairly significant increase. Those for finding sums and differences, numbers 17 and 18, show quite significant increases. The deviations indicate that there is some variation from one district to another, but not enough to be of particular concern.

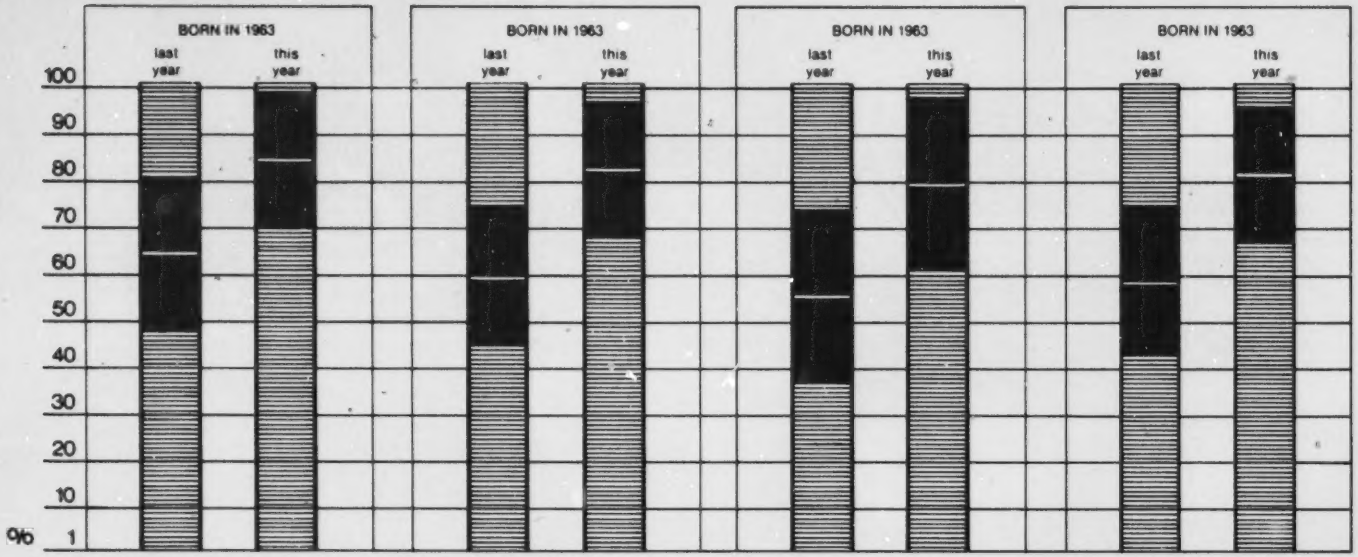


Mathematics 19: Given two numbers, each with at least three digits and the decimal points in any position, the pupil will find their product, with 80% accuracy. The multiplication shall require carrying.

Mathematics 20: Given a four digit number and a two digit number as a divisor, with the decimal points in any position in both, the pupil will find the quotient, rounded off to four digits, with 80% accuracy.

Mathematics 21: Given a three digit number and a percent to tenths with three digits, the pupil will find the percentage, with 80% accuracy.

These graphs all show significant increases in the percentages of pupils reported as having mastered these Basic Competencies. While this is encouraging, it should also be noted that there is still need for improvement. Finding quotients and percents, numbers 20 and 21, are still considerably lower than the others in mathematics.



Mathematics 22: Given proper fractions with denominators of 2, 4, 5, and 10, the pupil will give the equivalent decimal, with 80% accuracy.

Mathematics 23: Given proper fractions with denominators of 2, 4, 5, and 10, the pupil will give the equivalent percent, with 80% accuracy.

Mathematics 24: Given common fractions, the pupil will demonstrate an understanding of the meaning of the symbol to indicate division by showing which number is to be divided into the other.

Mathematics 25: Given the directions, "find 1/2", "find 1/3", "find 3/4",..."find 1/10",...of a whole number less than 100, the pupil will find the part with 80% accuracy.

DATA REPORT PART II

Statewide summary for percentage of pupils in the class of 1981 reported as having mastered the Basic Competencies, with a comparison with last year for those born in 1963.

Shown here are the percentages of pupils reported as having mastered the Basic Competencies. The department collected data this year only for the class of 1981. The first column shows the percentages for all pupils in this class. The second column shows last year's data for all pupils born in 1963, while the third column shows this year's data only for those pupils in the class of 1981 who were born in 1963. Because these groups of students are not identical, close statistical comparisons should be avoided in interpreting the data. Nevertheless, the table does show many gains large enough to be considered significant. See Part I of this Data Report for more detailed remarks.

	Class of 1981 this year (1978-'79)	Pupils born in 1963 last year (1977-'78)	Pupils born in 1963 this year (1978-'79)
READING			
1. Reads manuscript and cursive writing.	93%	87%	94%
2. Identifies high frequency words.	93	88	94
3. Identifies words vital to safety.	91	83	93
4. Reads, uses informational material.	74	53	76
5. Gets pronunciation, meaning of new words.	81	66	84
6. Gets information from resource material.	70	55	73
7. Finds main idea and supporting details.	76	55	78
8. Reads aloud with clarity.	89	76	91
WRITING			
1. Writes legibly in manuscript and cursive.	89	78	91
2. Spells common words correctly.	69	50	73
3. Copies material accurately.	76	57	78
4. Writes a clear message.	80	62	83
5. Completes blanks and forms.	57	36	59
6. Writes a friendly letter.	64	37	66
7. Writes a business letter.	52	26	55
8. Writes a page of organized material.	63	40	67

SPEAKING			
1. Gives clear directions.	87	74	89
2. Explains a process, makes a report.	81	56	82
3. Answers the phone and takes a message.	82	65	84
4. Gets information and assistance by phone.	82	65	83
5. Introduces himself/herself and others.	84	69	86
6. Participates in a job interview.	74	48	76
7. Participates in discussion.	83	66	85
LISTENING			
1. Follows directions.	83	72	85
2. Retells events sequentially.	78	62	80
3. Summarizes oral presentations.	79	59	82
MATHEMATICS			
1. Counts to 100.	90	92	91
2. Writes numerals to 100.	94	91	95
3. Writes numeral names.	87	77	89
4. Tells time.	88	73	90
5. Reads the thermometer.	86	71	88
6. Interprets a bar graph.	87	73	89
7. Uses metric prefixes.	65	45	68
8. Measures length.	82	69	83
9. Measures capacity.	82	64	83
10. Measures mass.	81	65	83
11. Names and values coins.	89	85	90
12. Writes amounts of money.	90	82	92
13. Makes change.	82	66	84
14. Identifies +, −, ×, ÷.	91	85	93
15. States addition facts.	92	86	94
16. States multiplication facts.	90	81	92
17. Finds sums.	83	66	86
18. Finds differences.	83	67	86
19. Finds products.	76	55	79
20. Finds quotients.	59	36	62
21. Finds percents.	58	31	61
22. Finds equivalent decimals.	81	64	84
23. Finds equivalent percents.	79	59	82
24. Shows fractions as division.	76	55	79
25. Finds fractional parts.	78	58	81

BASIC COMPETENCIES IN READING

1. Given material written in manuscript and in cursive forms, the student will demonstrate ability to read both forms.
2. Given a list of high frequency words, the student will identify them with 80% accuracy.
3. Given a list of words vital to safety, including road and traffic signs, the student will identify them with 80% accuracy.
4. Given informational material suited to the practical needs and interests of the student, the student will read the material and demonstrate ability to use such material by responding in writing with at least 80% accuracy to sets of questions based on at least three categories of these informational sources: the local newspaper; the Vermont Fish and Game laws; the Motor Vehicle Department Driver's Manual; first aid and safety handbooks; train, plane, and bus schedules; recipes.
5. Given unfamiliar material, the student will demonstrate ability to get pronunciation and meaning of new words by using word attack skills, structural analysis, and context.
6. Given directions to get specific information, the student will demonstrate, in writing, ability to use the library and resource material by responding with 80% accuracy to sets of questions in at least three of the following categories, one of which will be the library: dictionaries, telephone directories, encyclopedias, almanacs, library.
7. Given directions to read and summarize short factual articles, the student will respond by writing a brief summary which includes a main idea and at least three supporting statements.
8. Given material of his/her own choosing, the student will read aloud with clarity and emphasis, informally, to a small group.

BASIC COMPETENCIES IN WRITING

1. The student will write all required material, including signature, legibly in manuscript and cursive.
2. Given a list of words which are commonly misspelled, the student will spell them with 80% accuracy.
3. Given material to copy, the student will do so with no errors or omissions.
4. Given directions to write a message related to his/her own interests and environment, the student will write a message that will be clear to the receiver and will contain no more than two grammatical or mechanical errors.
5. Given forms such as application blanks and order forms, the student will complete them correctly and neatly with no errors and with no omissions of essential information.
6. Given directions to write a friendly letter, to fold it correctly, and to address the envelope, the student will do so, using correct form and having no more than two grammatical or punctuation errors.
7. Given directions to write a business letter, to fold it and to address the envelope, the student will do so with no errors in form, grammar, or punctuation.
8. Given directions to select a topic of interest or importance to him/her, including personal opinion, to write in complete sentences, to use the dictionary as needed to check spelling, and to proofread carefully, the student will write one page of organized material with a total of no more than five errors in grammar, usage, spelling, and punctuation.

BASIC COMPETENCIES IN SPEAKING

1. Given a choice of familiar geographic locations, the student will give clear and accurate directions for reaching the selected location.
2. Given directions to explain a process, make a report, or express an opinion, the student will do so, demonstrating organization, sequence, clarity, and accuracy.
3. Given a simulated situation, the student will demonstrate ability to answer a business telephone correctly and to take a message.
4. Given a simulated situation, the student will demonstrate ability to get information or assistance by using the telephone.
5. Given simulated situations, the student will demonstrate ability to introduce himself/herself and others.
6. Given a job interview situation, the student will respond to questions about his/her qualifications, experiences, and interests and will ask relevant questions.
7. Given informal discussion situations, the student will participate, listening to others, making suitable responses, and speaking loudly and clearly enough to be heard by all with whom he/she is communicating.

BASIC COMPETENCIES IN LISTENING

1. Given oral directions to do a task involving at least three steps, the student will listen to the directions once and follow them with 100% accuracy.
2. Given a listening situation in which the student hears a story, he/she will retell the significant events sequentially, either orally or in written form.
3. Given a clear, concise oral presentation containing several important facts, the student will summarize orally or in written form the essential details of the presentation.

BASIC COMPETENCIES IN MATHEMATICS

NUMERATION

1. Given directions to count to one hundred, the pupil will recite the numerals from one to one hundred in the usual order, with no mistakes.
2. Given orally numerals from one to one hundred, the pupil will write the corresponding arabic numerals, with no mistakes.
3. Given the arabic numerals from one to one hundred, the pupil will write the English word names, spelling with 80% accuracy*

MEASUREMENT

4. Given a clock face, the pupil will tell time accurately to the nearest minute, orally or in writing.
5. Given a Celsius scale thermometer or replica, the pupil will read the temperature accurately to the nearest degree.
6. Given a simple bar or line graph, the pupil will read and interpret.
7. The pupil will use the prefixes centi, milli, and kilo correctly when using metric units.
8. Given rulers in metric units, the pupil will measure lengths of objects between 10 and 100 centimeters to the nearest centimeter.
9. Given graduated containers in metric units, the pupil will measure amounts of liquid between 50 and 1000 milliliters to the nearest 10 milliliters.
10. Given scales in metric units, the pupil will measure masses (weights) between 50 and 1000 grams to the nearest 10 grams.

MONEY

11. Given coins used in the United States, the pupil will name them and give their value in cents, with no mistakes.
12. Given oral directions to write specific amounts of money up to $999.99, the pupil will, using symbols, write those amounts of money, with 80% accuracy.
13. Given an amount of money and directions to make change from $10.00 ($1.00, $5.00), the pupil will find the correct change using actual coins or play money.

ARITHMETIC

14. Given the symbols +, −, ×, and ÷, the pupil can identify the meaning by giving an example.
15. Given any two whole numbers from one to ten and instructions to add or state the sum, the pupil will give the correct response from memory, orally or in writing.*
16. Given any two whole numbers from one to ten and instructions to multiply or state the product, the pupil will give the correct response from memory, orally or in writing.
17. Given at least four numbers, each with at least three digits and the decimal points in any position, the pupil will find their sum with 80% accuracy. The numbers shall not be given with the decimal points aligned, and the addition shall require carrying.
18. Given two numbers, each with at least three digits and the decimal points in any position, the pupil will find their difference with 80% accuracy. The numbers shall not be given with the decimal points aligned, and the subtraction shall require borrowing.
19. Given two numbers each with at least three digits and the decimal points in any position, the pupil will find their product, with 80% accuracy. The multiplication shall require carrying.
20. Given a four digit number and a two digit number as a divisor, with the decimal points in any position in both, the pupil will find the quotient, rounded off to four digits, with 80% accuracy.
21. Given a three digit number and a percent to tenths with three digits, the pupil will find the percentage, with 80% accuracy.
22. Given proper fractions with denominators of 2, 4, 5, and 10, the pupil will give the equivalent decimal, with 80% accuracy.
23. Given proper fractions with denominators of 2, 4, 5, and 10, the pupil will give the equivalent percent, with 80% accuracy.
24. Given common fractions, the pupil will demonstrate an understanding of the meaning of the symbol to indicate division by showing which number is to be divided into the other.
25. Given the directions, "find 1/2," "find 1/3," "find 3/4,"..."find 1/10,"...of a whole number less than 100, the pupil will find the part, with 80% accuracy.

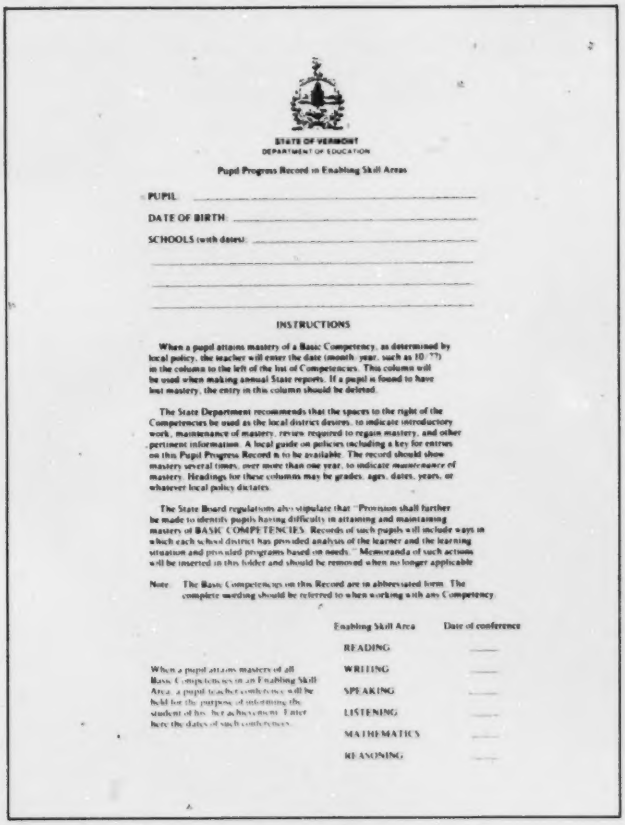
BASIC COMPETENCIES IN REASONING

These Basic Competencies in Reasoning were adopted in January 1978 by the State Board of Education. Mastery of these Reasoning Competencies will be added to high school graduation requirements effective with the class of 1983.

1. The pupil can observe and report data from an experience.
2. The pupil can identify the problem or issue presented in an experience.
3. The pupil can suggest possible causes of a problem.
4. The pupil can suggest some solutions to a problem.
5. The pupil can predict consequences of problem solutions.
6. The pupil can identify similarities and differences between items.
7. The pupil can put items into groups as described by others.
8. The pupil can put items into his/her own groups and explain the criteria used.
9. The pupil can put items into serial order.
10. The pupil can distinguish between statements of fact and statements of opinion.
11. Given a dilemma situation, the pupil can take at least two positions and give reasons for each.
12. From a chart, graph, table, map, or list of facts, the pupil can state a summary or conclusion based on the data.
13. From a list of data and several possible conclusions, the pupil can identify those conclusions which could be validly drawn from the data.
14. The pupil can gather data on a given topic from at least three different sources.
15. The pupil can select and organize data on a given topic into a meaningful report.

*"With 80% accuracy" means that the pupil will give the correct response on at least 80% of the examples given.

A 12 x 18" version of this sample Pupil Progress Record Form is kept for each student enrolled in a Vermont public school. This Form provides students, parents and teachers with a record of the student's progress in the Basic Competencies.



STATE OF VERMONT
DEPARTMENT OF EDUCATION

Pupil Progress Record in Enabling Skill Areas

PUPIL _____

DATE OF BIRTH: _____

SCHOOLS (with dates): _____

_____

_____

_____

INSTRUCTIONS

When a pupil attains mastery of a Basic Competency, as determined by local policy, the teacher will enter the date (month, year, such as 10/77) in the column to the left of the list of Competencies. This column will be used when making annual State reports. If a pupil is found to have lost mastery, the entry in this column should be deleted.

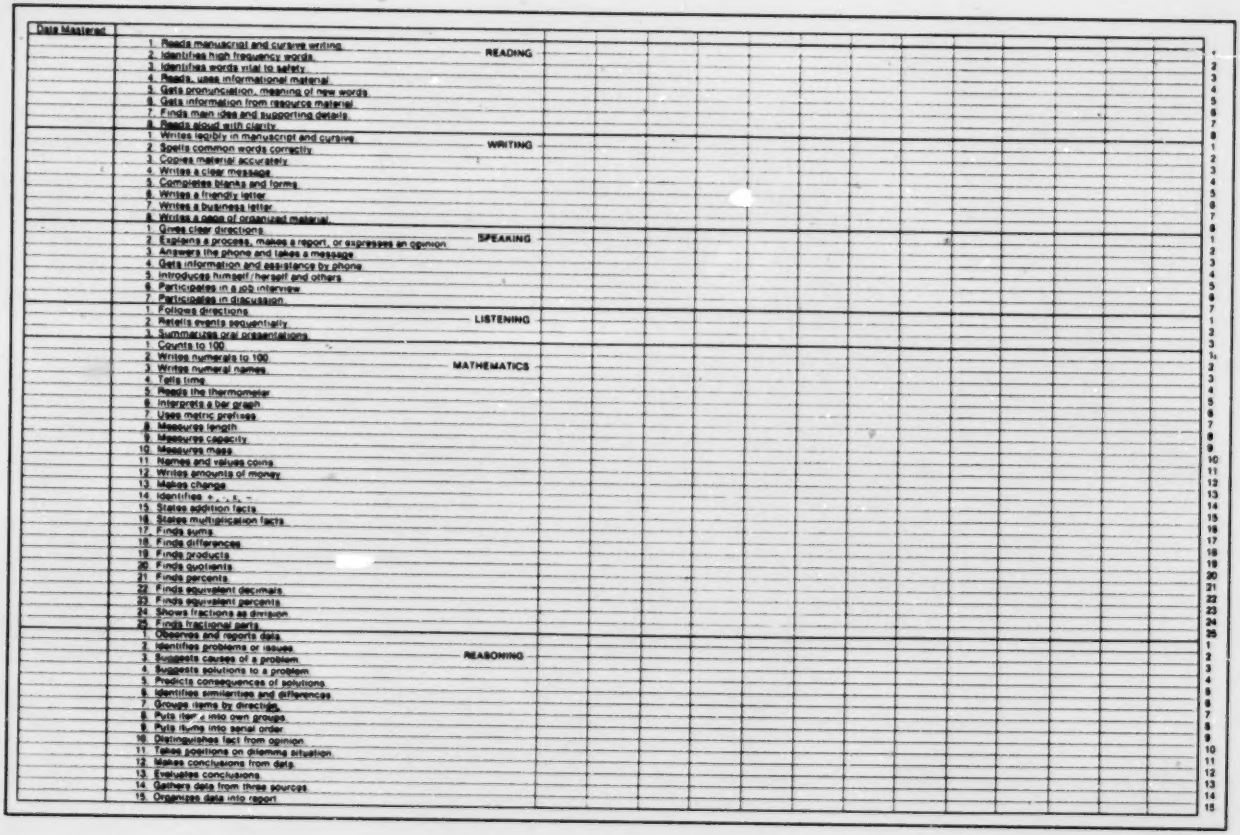
The State Department recommends that the spaces to the right of the Competencies be used as the local district desires, to indicate introductory work, maintenance of mastery, review required to regain mastery, and other pertinent information. A local guide on policies including a key for entries on this Pupil Progress Record is to be available. The record should show mastery several times, over more than one year, to indicate *maintenance* of mastery. Headings for these columns may be grades, ages, dates, years, or whatever local policy dictates.

The State Board regulations also stipulate that "Provision shall further be made to identify pupils having difficulty in attaining and maintaining mastery of BASIC COMPETENCIES. Records of such pupils will include ways in which each school district has provided analysis of the learner and the learning situation and provided programs based on needs." Memoranda of such actions will be inserted in this folder and should be removed when no longer applicable.

Note: The Basic Competencies on this Record are in abbreviated form. The complete wording should be referred to when working with any Competency.

When a pupil attains mastery of all Basic Competencies in an Enabling Skill Area, a pupil-teacher conference will be held for the purpose of informing the student of his/her achievement. Enter here the dates of such conferences.

Enabling Skill Area	Date of conference
READING	_____
WRITING	_____
SPEAKING	_____
LISTENING	_____
MATHEMATICS	_____
REASONING	_____



Date Mastered			
	1. Reads manuscript and cursive writing	READING	1
	2. Identifies high frequency words		2
	3. Identifies words vital to safety		3
	4. Reads, uses informational material		4
	5. Gets pronunciation, meaning of new words		5
	6. Gets information from resource material		6
	7. Finds main idea and supporting details		7
	8. Reads aloud with clarity		8
	1. Writes legibly in manuscript and cursive	WRITING	1
	2. Spells common words correctly		2
	3. Copies material accurately		3
	4. Writes a clear message		4
	5. Completes blanks and forms		5
	6. Writes a friendly letter		6
	7. Writes a business letter		7
	8. Writes a page of organized material		8
	1. Gives clear directions	SPEAKING	9
	2. Explains a process, makes a report, or expresses an opinion		1
	3. Answers the phone and takes a message		2
	4. Gets information and assistance by phone		3
	5. Introduces himself/herself and others		4
	6. Participates in a job interview		5
	7. Participates in discussion		6
	1. Follows directions	LISTENING	7
	2. Retells events sequentially		1
	3. Summarizes oral presentations		2
	1. Counts to 100	MATHEMATICS	3
	2. Writes numerals to 100		1/4
	3. Writes numeral names		2
	4. Tells time		3
	5. Reads the thermometer		4
	6. Interprets a bar graph		5
	7. Uses metric prefixes		6
	8. Measures length		7
	9. Measures capacity		8
	10. Measures mass		9
	11. Names and values coins		10
	12. Writes amounts of money		11
	13. Makes change		12
	14. Identifies $+, -, \times, \div$		13
	15. States addition facts		14
	16. States multiplication facts		15
	17. Finds sums		16
	18. Finds differences		17
	19. Finds products		18
	20. Finds quotients		19
	21. Finds percents		20
	22. Finds equivalent decimals		21
	23. Finds equivalent percents		22
	24. Shows fractions as division		23
	25. Finds fractional parts		24
	1. Observes and reports data	REASONING	25
	2. Identifies problems or issues		1
	3. Suggests causes of a problem		2
	4. Suggests solutions to a problem		3
	5. Predicts consequences of solutions		4
	6. Identifies similarities and differences		5
	7. Groups items by directions		6
	8. Puts items into own groups		7
	9. Puts items into serial order		8
	10. Distinguishes fact from opinion		9
	11. Takes positions on dilemma situation		10
	12. Makes conclusions from data		11
	13. Evaluates conclusions		12
	14. Gathers data from three sources		13
	15. Organizes data into report		14
			15